

Childminder report

Inspection date: 21 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They are extremely happy and settled. The childminder builds positive relationships with children and their families. Children feel safe and secure in the childminder's familiar, well-organised playrooms and garden. They benefit a great deal from regular outings, where they extend their learning. For example, the childminder takes them to the local park where children have opportunities to learn about managing risks and keeping safe.

Children ooze with confidence demonstrating they feel safe and secure. Children build strong attachments with the nurturing, experienced childminder. Their behaviour is exemplary. Children are sociable, confident and have a can-do attitude to learning. For example, children patiently stack the blocks, balancing them carefully on top of each other. The childminder has high expectations for all children and plans an effective curriculum with all children in mind. All children, including those with special educational needs and/or disabilities make notable progress. Children learn how to turn the pages in books and learn the names of characters. They spend time playing instruments and singing, which supports their language and literacy skills. Children's independence is well supported. The childminder encourages them to choose and select what they want to play with.

What does the early years setting do well and what does it need to do better?

- The childminder promotes children's communication and language well. She asks open-ended questions, giving children time to process questions and think about their responses. The childminder models language well and actively listens to what children have to say. She regularly reads to children, which helps to increase their vocabulary and understanding of new words. As a result, all children make good progress in their speaking skills.
- Children have good opportunities to recall and remember their previous learning experiences. For example, they enjoy their favourite stories and recall events from the story before moving on. This helps to embed their knowledge further. For instance, in the 'tuff tray', the childminder questions children about where the snake from their story lives.
- The childminder promotes children's literacy skills. Children regularly enjoy books and cuddle up to the childminder to share stories. The childminder reads in an engaging manner. Younger children independently access books. They smile at the pictures as they turn the pages. This helps children to develop an enjoyment of books.
- The childminder helps children to learn about living a healthy lifestyle. She teaches them about the importance of drinking water to stay hydrated, which helps their bodies and minds. Children play games to learn about healthy and unhealthy foods. The childminder also ensures children are active and spend a

lot of time playing outdoors daily.

- Overall, children are supported to learn about good hygiene routines. They learn to wash their hands while singing the handwashing song. Children are encouraged to wash their hands after using the bathroom and before lunchtime. However, there are occasions when handwashing routines are not consistent, for example, children are not always encouraged to wash their hands before eating snack.
- The childminder builds effective partnerships with parents. Written testimonials from parents demonstrate the high regard they have for her. Parents describe her as 'caring' and say that they feel 'so blessed' to have her as their children's childminder. Parents appreciate the childminder's good level of communication, through verbal discussions, photographs, and written records of their children's learning.
- The childminder understands the importance of working in partnership with other professionals. She regularly meets with other childminders to share best practice. The childminder responds quickly if she knows that children may need additional support to continue making progress in their learning. She works closely with parents to support children's learning at home. This helps to ensure children achieve their full potential in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She accesses regular training to keep her knowledge current. The childminder can describe the signs that would cause her to be concerned about a child's welfare. She understands her responsibilities to report any concerns to relevant services. The childminder holds relevant first-aid qualifications, so that she can respond appropriately to any medical incidents. She talks with confidence about how she keeps children safe when they are on an outing. The childminder carries out regular risk assessments to check that the setting is safe and suitable for young children in her care.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- further support children's understanding of good hygiene, such as handwashing at appropriate times.

Setting details

Unique reference number	322177
Local authority	Liverpool
Inspection number	10219690
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 August 2016

Information about this early years setting

The childminder registered in 2000 and lives in Tuebrook, Liverpool. She operates all year round from 8am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk to discuss and observe how children's learning and development and safety are promoted.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The inspector and childminder completed a joint observation, and discussed the impact this has on children's learning and development.
- The inspector spoke to parents to gain their views on the childminder's setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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